**“I Am, We Are” Exploring Personal and Community Identity through Dance and Spoken Word**

**Lesson Two of Four 60 minutes each**

**Grade Level: 5th (adaptable to 3rd-6th)**

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Line of Inquiry (Guiding question to frame our explorations):

***How do we define ourselves and our community, and how might we express our positive actions to strengthen our community through spoken word and dance?***

**Day Two: Exploring Individualism and Community in Movement**

* Students will identify positive characteristics to describe themselves and their community
* Students will explore trust-building exercises to underscore personal responsibility and trust in a community
* Students will explores ways to use weight bearing/weight sharing with partners, trios and in a group to express community in movement
* Students will explore individual and group movement, and how this contributes to choreographic dynamics

**Standards: Counseling Standard 7:** Self Knowledge and Interpersonal Skills

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and

respect self and others

**Dance: 5.D.Cr2.B** Develop a dance study by selecting a specificmovement vocabulary to communicate a main idea. Discuss how thedancecommunicatesnon-verbally.

**Reflection:** 10 minutes

Seated on the floor in a circle. Introduce Tingsha chimes for signaling quiet. Today we’re going to work on trust and responsibility, but first I want you to think about yourself. Think silently, to yourself, of some good things about you. How do you help others, or make your family proud of you? Do some of you help take care of baby brothers and sisters, or cousins? That shows responsibility and caring. Do some of you make good grades in school? Are you a good friend to someone? Think about what makes you good, what makes you responsible. Each of you is going to finish the sentence “I am ….” You can use one descriptive word, or you can use more words, such as “I am a good big brother.

**Warm Up and Brief Revisit of Dance Composition Fundamentals, B.E.S.T. Method:** 5 minutes

**Body:** quick isolation of different body parts. Practice holding body very strong and straight and “falling”, catching at last minute with a lunge.

**Energy:** heavy and light

**Space:** levels, direction, floor patterns

**Time:** fast, slow motion, freeze

**Activity One: Trust Leans** 10 minutes

You need to be a very responsible member of your community, this group, to do this exercise. This is a community that is caring and that is responsible. You also need to trust the others in the group. (This may need to be divided into two groups if the circle cannot be small enough. In this case, site coordinator will need to coach one group ). Make a very tight circle. (Possibly and inner and outer circle). Someone is going to stand in the center and trust the group. Center person is going to cross arms across his/her chest, close eyes if possible, and lean toward the circle. People in the circle gentle catch that person by the back, shoulders or arms, and gently push back to center. Center person closes eyes if desired, and makes him/herself very strong and as straight as a board, with no bending in the knees. Take turns so that everyone who wants to go in the center gets a chance.

**Reflection:** 5 minutes

Seated in a circle. Think about what you learned from the trust lean exercise about the group, and finish this sentence: “We are …..” Look at photos of weight bearing/weight sharing and counterbalance. Where is the energy going? What do the dancers need to do to be able to do this?

**Activity Two: Weight Bearing, Weight Sharing, Counterbalance** **and Community** 15 minutes

Divide into partners. To start exploring weight bearing and weight sharing, one partner sits on the floor and the other partner helps them up. Switch roles so each gets to try helping. How can we make this more interesting, and more like dance? How could we change the energy, or maybe make the levels higher at the end, or lower at the beginning? What are some other ways we can share weight with a partner, safely? Try leaning on your partner. We may change partners at this point, if can be done quickly. Explore counterbalance with your partner. Use a guided exercise first: facing each other, hands pressed together and leaning in. Then hold hands and lean away from each other. From here, encourage them to try other types of counterbalance. (5 minutes)

Form trios, or possibly groups of four. What else can you do with weight bearing/weight sharing and counterbalance with more people? (3 minutes).

Form two groups. Explores some shapes you can make with your entire group that shows community. (2 minutes)

Each group is going to come up with a short dance. Your dance will need to start out with individuals moving into the center of the space from the edges of the room. It needs to show counterbalance or weight bearing/weight sharing with partners or trios, and it needs to end with a strong community shape. Share. (5 minutes)

**Reflection and Closure:** 5 minutes

Seated in a circle. What did we learn about partnering today? What did we learn about being a responsible member of a group with weight sharing? Tomorrow we’re going to be writing. And we’re going to be talking more about community and ourselves. We’ll be thinking about good things – characteristics – about ourselves, and how we might be able to help our community. End with standing in a circle, palms pressing against palms of person standing near you, and rising onto releve.

**Assessment, 4-visit “I am, We Are” residency**

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| Grade 5-8 | **1** | **2** | **3** | **4** |  |
|  | **Difficulty** | **Progressing** | **Meeting** | **Surpassing** | **Score** |
| **Effort** | * Majority of class participates minimally in discussion and movement. | * Half or more of the class participates in discussion and movement with a positive attitude and remains focused. | * The majority of the class participates fully and with enthusiasm in discussion and movement. 1-2 students need prompting. | * Every member of the class participates fully in discussion and movement with a positive attitude and remains on task. |  |
| **Choreographic Components** | * Majority of class use only one level, speed and type of energy. * Unable to work in pairs or groups with tableaus and weight bearing/weight sharing explorations. | * Half or more of the class utilizes one or two levels, explores different pathways and directions. * Able to participate in tableau building and weight sharing/weight bearing but does not take task seriously, and loses control and/or balance often. | * Majority of class uses two or three levels in choreography and at least one change of energy and pathway. * Able to create tableaus and explore weight bearing/weight sharing without losing focus. May still lose balance or control at times. | * Every member of the class utilizes at least two levels in choreography and at least one change of energy and pathway. * Every member participates fully in creating tableaus and takes risks in weight bearing/weight sharing exercises while maintaining balance and control. |  |
| **Written and Spoken Word** | * Majority of class is unable to articulate 1 or 2 words or phrases to describe self and community or create a short poem in the “I Am/I Will” format. * Majority are unable or unwilling to speak one line aloud. | * Half or more of the class is able to articulate one or two words or phrases to describe self and community and create a short poem in the “I Am/I Will” format, with general words. * Half or more of the class are able to speak one line aloud, some with clarity and conviction. | * The majority of the class is able to articulate two or more words or phrases to describe self and community and create an imaginative short poem in the “I Am/I Will” format. * The majority of the class is able to speak one line aloud with clarity and conviction. | * Every member of the class is able to articulate two or more words or phrases to describe self and community and create an imaginative short poem in the “I Am/I Will” format. * Every member of the class is able to speak one line aloud with clarity and conviction. |  |
| **Creativity and Insights** | * Majority of class is unable to explore choreographic components without being explicitly directed. * Majority of class does not understand the importance of community or individual responsibility and self-worth. | * Half or more of the class is able to explore choreographic components but needs explicit direction at times. * Half or more of the class understands the importance of community and individual responsibility and self-worth. | * The majority of the class is able to explore choreographic components being guided but not explicitly directed. * The majority of the class understands the importance of community and individual responsibility and self-worth. | * Every member of the class is able to fully explore choreographic components being guided, not explicitly directed. * Every member of the class understands the importance of community and individual responsibility and self-worth. |  |
| **COMMENTS:** | | | | |  |